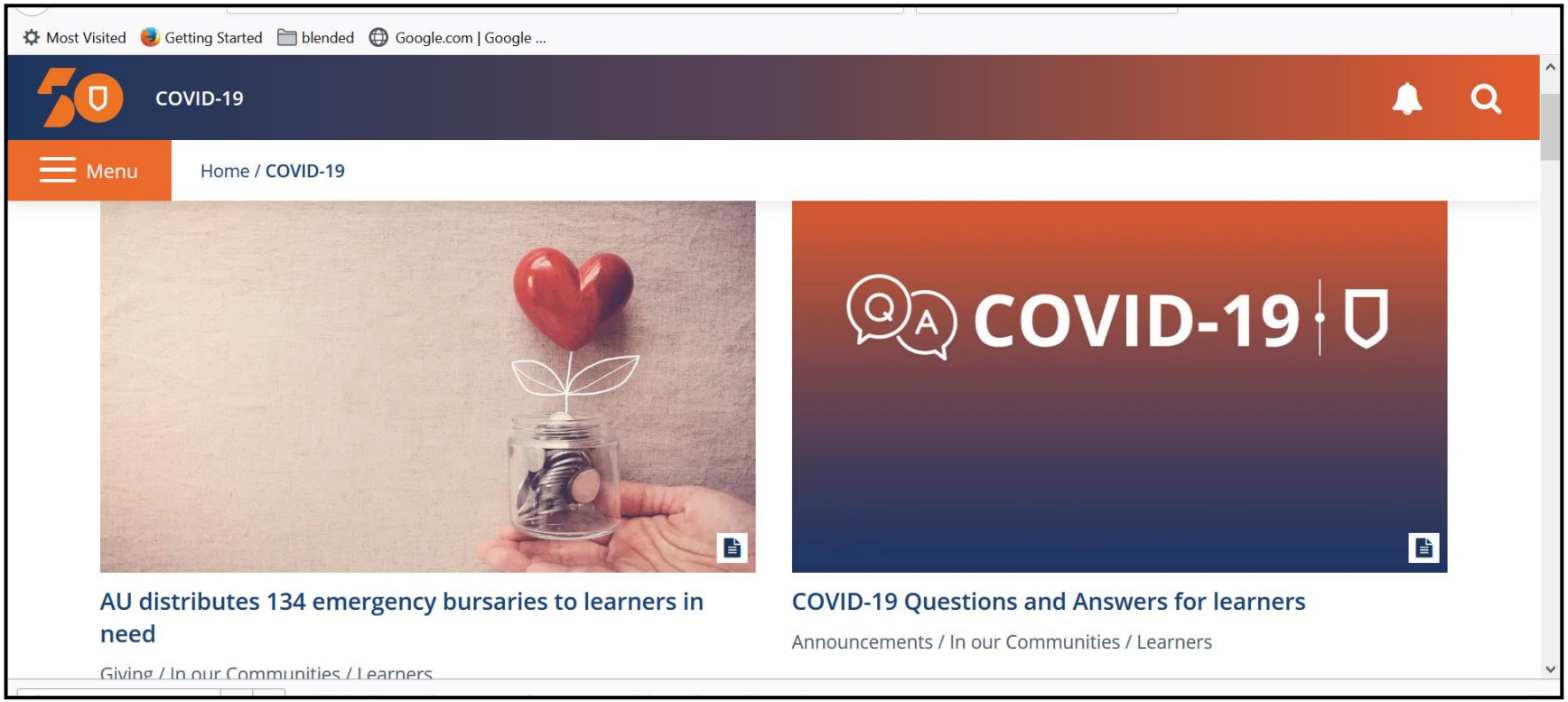
The Journey Toward Blended Design and Delivery: A Tale of Two Pedagogies

M. Cleveland-Innes, Ph.D.

COVID-19 AND THE EDUCATION RESPONSE



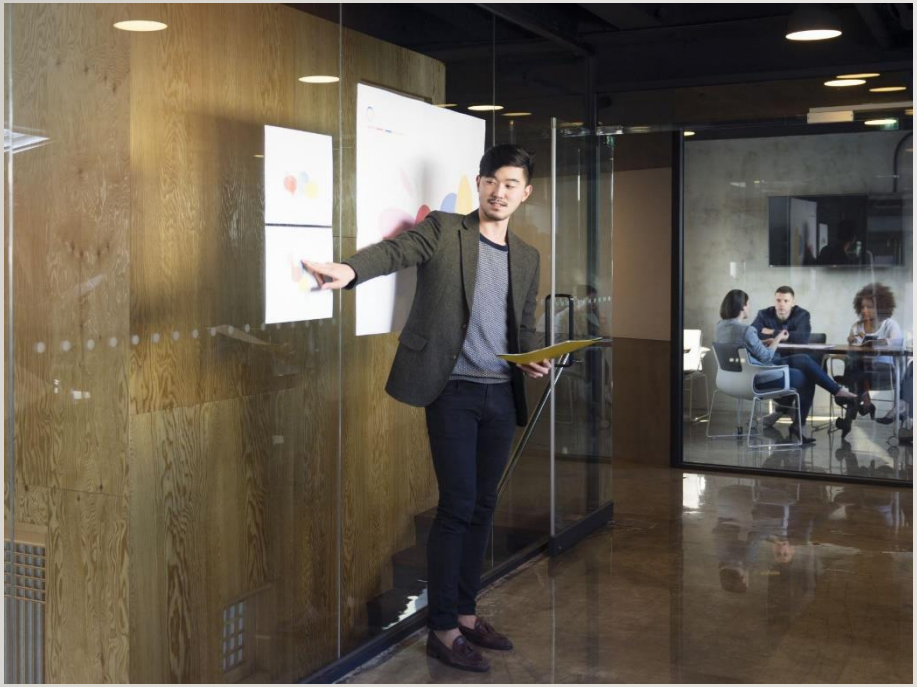
https://theconversation.com/4-lessons-from-online-learning-that-should-stick-after-the-pandemic-179631

The international commission on the future of education

HIGHER EDUCATION'S RESPONSE TO THE COVID-19 PANDEMIC
Building a more sustainable and democratic future

https://rm.coe.int/prems-006821-eng-2508-higher-education-series-no-25/1680a19fe2

The blended synchronous method allows students to follow the total course of lessons or part of them, face to face or remotely. Each department tailors this model in a collegial way, taking into account the context, resources and characteristics of the study programme. Teaching and learning programmes should include blended solutions: combining blended synchronous teaching with a smaller amount of full distance e-learning, in case this choice can improve innovation and the quality of the teaching and learning proposal.



FUTURE VISION - TEACHING IN HIGHER EDUCATION

How will you be designing and delivering courses

3-5 years from now?

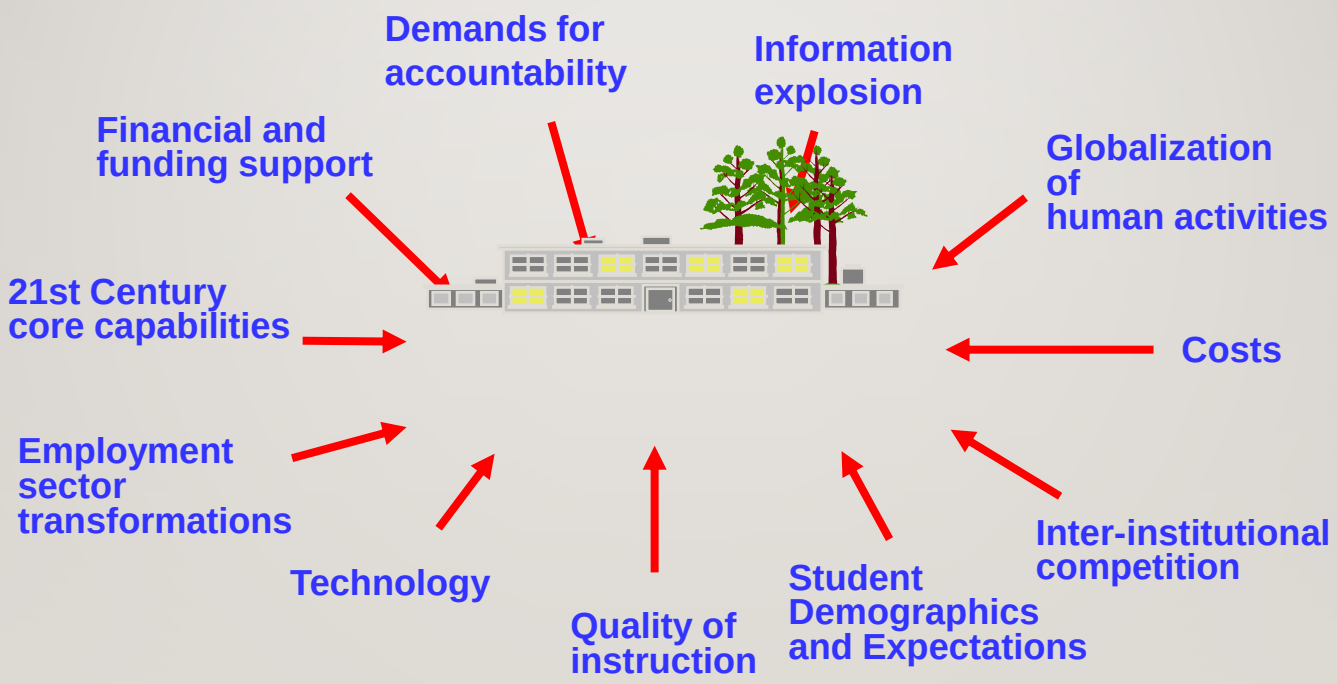
CRITIQUES FROM THE RECENT PAST

We must reconsider “the way we organize ourselves, our policies, our culture, what faculty do, the way we work, and those we serve.” Ickenberry, 1999

“Stagnant universities are expensive and ineffectual monuments to a status quo which is more likely to be a status quo ante, which is yesterday’s world preserved in aspic.” Dahrendorf, 2000

“Neither the purpose, the methods, nor the population for whom education is intended today bear any resemblance to those on which formal education is historically based.” Pond, 2002

DRIVERS FOR CHANGE



JOHN DEWEY

John Dewey was convinced that **education had failed** because it was guilty of a stupendous category mistake:

It confused the refined, finished, end products of inquiry with the raw, crude subject matter of inquiry and tried to **get students to learn solutions rather than investigate the problems and engage in inquiry** for themselves.

(Lipman, 1991)

Garrison & Kanuka (2004)

Blended learning is both simple and complex. At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. There is considerable intuitive appeal to the concept of integrating the strengths of synchronous (face-to-face) and asynchronous (text-based Internet) learning activities. **At the same time, there is considerable complexity in its implementation with the challenge of virtually limitless design possibilities and applicability to so many contexts.**

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. The internet and higher education, 7(2), 95-105.

The complexity of blends

More than multiple colors…..

"the organic integration of thoughtfully selected and complementary face-to-face and online approaches" (p.148)

and

"a complex weaving of the face-to-face and online communities so that participants move between them in a seamless manner—each with its complementary strengths" (p. 27)

Garrison & Vaughan, 2008

Norm Friesen

Even though blended learning is a design construct rather than one proper to students or learners, in any determination of a course as "blended," **the benefits accruing to students should be of principle concern.** As the cost-benefit analysis from Heller (2010) quoted above indicates, organizing and planning for face-to-face contact can be difficult and costly; however, its prevalence as a component in complex communications –whether they occur in business or in other knowledge-intensive areas– suggests the value of this type of communication for these undertakings. This value should be balanced with a second main student concern, **"access" or "flexibility." Like blended learning itself, achieving a balance between these two elements –as along a continuum extending from maximum flexibility to maximum quality or "value"– is the goal of educational providers.**

Friesen, N. Report: Defining Blended Learning, 2012. https://www.normfriesen.info/papers/Defining_Blended_Learning_NF.pdf

Stefan Hrastinski

The breadth of conceptualizations means that essentially all types of education that include some aspect of face-to-face learning and online learning are being described as blended learning in the literature. Since blended learning seems to mean many things, it is important that researchers and practitioners carefully describe what blended learning means to them. **Blended learning is also used to describe other blends, such as combining different instructional methods, pedagogical approaches or technologies, although these blends are not aligned with the most influential blended learning definitions.** It was suggested that researchers and practitioners should carefully consider whether using a more specific, descriptive term as a complement or replacement to blended learning when appropriate. Further research and debate are necessary in order to further develop definitions, models and conceptualizations of blended learning. **What do we mean by blended learning? What fits under the blended learning umbrella? What are we blending? How are we blending? Why are we blending?**

Hrastinski, S. (2019). What do we mean by blended learning?. TechTrends, 63(5), 564-569.

International Association of Blended Learning

https://iabl.org/

Blended learning is an educational approach, which integrates face-to-face classroom practices with online and mobile delivery methods. It aims to provide the learner with **a well-planned, managed, and well-structured teacher-facilitated interactive learning environment, where high quality content, activities, and experiences can be customized to learner needs and preferences, unrestricted by time and location.**

Note: IABL Definition of Blended Learning is linked to its Vision and Mission statements, and also to the definition of student-centered learning.

Designing Blended Learning

- What type and how much interaction online and what type and how much interaction in-person
- What sequence of activities
- Where and how can students choose from menu driven opportunities

The nagging question

…. what proportion of time should be devoted to online activities when designing blended courses and whether it matters. There is no simple answer to this question because many other factors must also be taken into account. As discussed earlier these include student characteristics and access to technology, instructor attitudes and openness to new pedagogical approaches, institutional support, and nature of the subject matter. But …

… student perceptions and performance appear to be higher when at least one-third to one-half of normal face-to-face time is replaced with online activities.

…. activities must be designed so that they promote student-to-student and instructor-to-student interactions if the affordances of blended learning are to be realized.

Owston, R., & York, D. N. (2018). The nagging question when designing blended courses: Does the proportion of time devoted to online activities matter?. *The Internet and Higher Education*, *36*, 22-32.

According to a recent EDUCAUSE (2017) study:

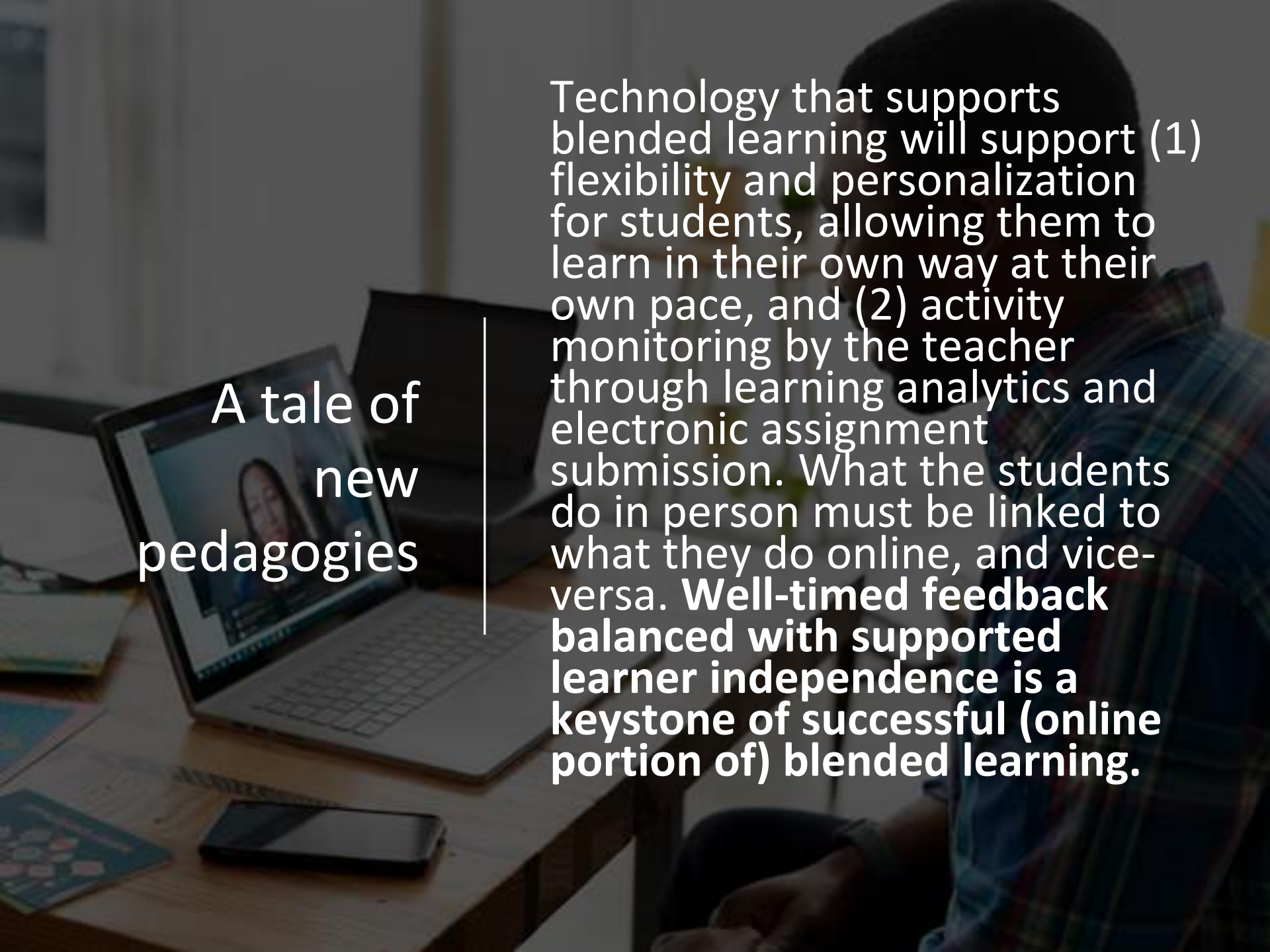
Table 1. Faculty and student preferences for face-to-face assignments and activities[8]

Rank	Students	Faculty
1	Lecture	Discussion
2	Discussion	Collaboration
3	Exams/quizzes/tests	Lecture
4	Collaboration	In-class activities
5	–	Exams/quizzes/tests
6	–	Instruction
7	–	All

And:

Table 2. Faculty and student preferences for online assignments and activities[10]

Rank	Students	Faculty
1	Exams/quizzes/tests	Exams/quizzes/tests
2	Homework	Discussion
3	Writing/essays	Reading
4	–	Video
5	–	Homework
6	–	Research
7	–	Submissions
8	–	Papers



A tale of new pedagogies

Technology that supports blended learning will support (1) flexibility and personalization for students, allowing them to learn in their own way at their own pace, and (2) activity monitoring by the teacher through learning analytics and electronic assignment submission. What the students do in person must be linked to what they do online, and vice-versa. **Well-timed feedback balanced with supported learner independence is a keystone of successful (online portion of) blended learning.**

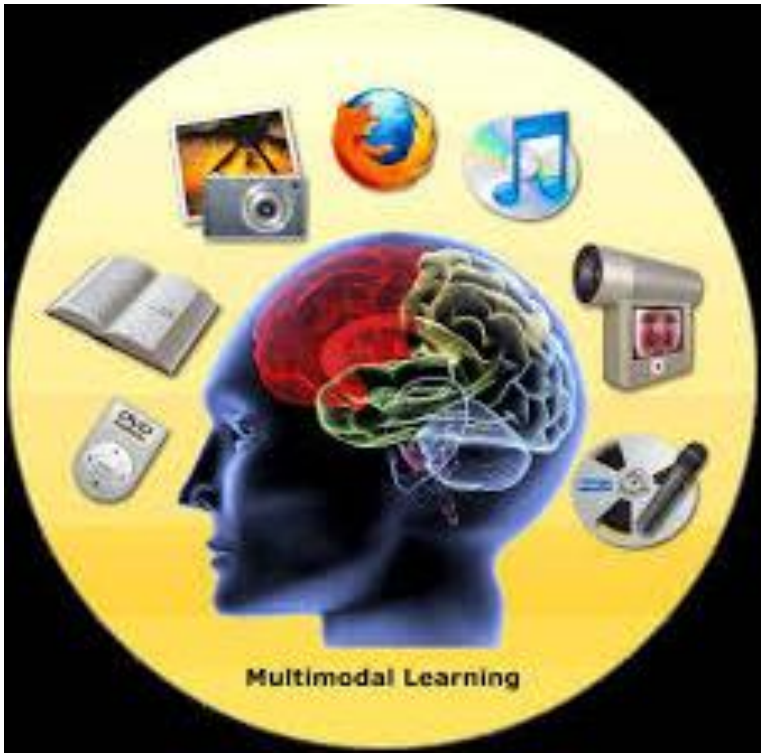
Designing Blended Learning

incorporating flexibility

stimulating interaction

facilitating students' learning processes,

fostering an affective learning climate.



https://cpb-ap-se2.wpmucdn.com/rde.nsw.edu.au/dist/c/1/files/2014/08/BlendedLearning_v2.0-2c8py1j.pdf

Boelens, R., De Wever, B., & Voet, M. (2017). Four key challenges to the design of blended learning: A systematic literature review. *Educational Research Review*, 22, 1-18.

Theoretical Foundations

It is thought to be significant that pivotal contributions that emerge as turning points are publications that have stronger theoretical roots, rather than publications covering so-called innovative technologies.

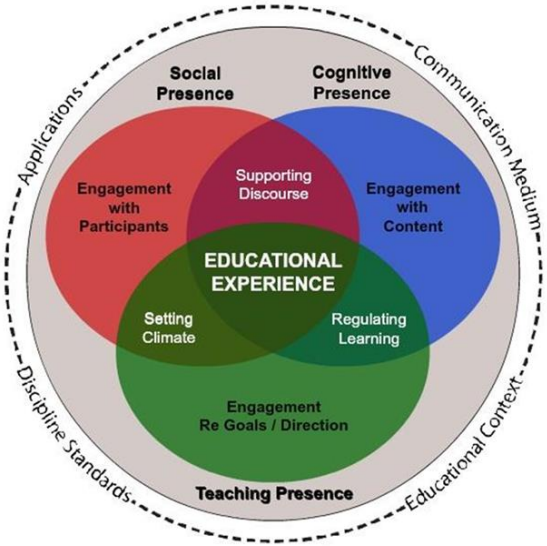
….. the greatest impact was made by Garrison, Anderson, and Archer (2000, 2001)), who introduced the community of inquiry (CoI) model and its three elements: cognitive presence, social presence, and teaching presence. **The value of the CoI lies in its potential to provide effective learning experiences in computer-based, online educational spaces.**

Bozkurt, A. (2019). Intellectual roots of distance education: a progressive knowledge domain analysis. Distance Education, 40(4), 497-514. (p. 506)

Community of Inquiry Framework

Social Presence

the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities



Cognitive Presence

The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry.

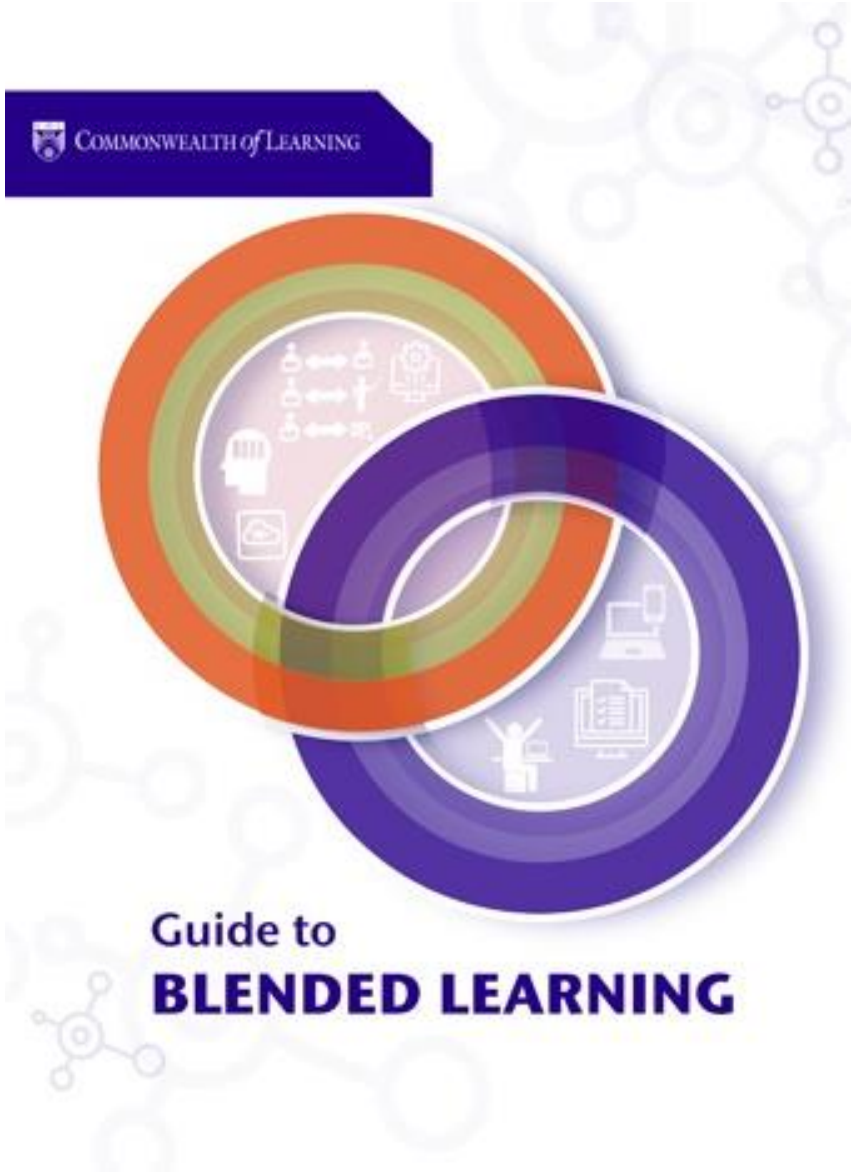
Teaching Presence

The design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

Garrison, D.R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, *2*(2-3), 87-105.

The community of inquiry

Presence	Sub-categories
Social Presence	Open Communication Group Cohesion Interpersonal Expression
Cognitive Presence	Triggering Event Exploration of Concepts and Issues Integration with Current Knowledge and Context Resolution to Close Inquiry
Teaching Presence	Design and Organization Facilitation of Discourse Direct Instruction

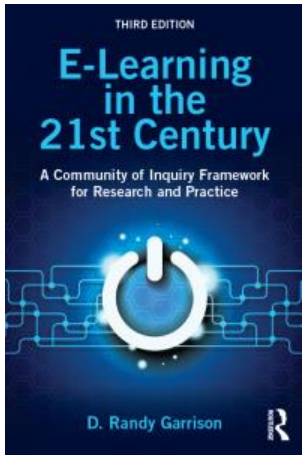


https://www.blpmooc.org

Into the Future

- We have been blending for a long time; now it has become far more complex with vast opportunities for combinations and permutations of teaching and learning activities.
- We need a roster of guiding principles that contextualize the available opportunities and demonstrated needs for differing amounts of technological affordances for virtual and mediated engagement and in-person opportunities. This includes low- and high-tech affordances.
- We can't forget the central imperatives accessible, high-quality, and cost-effective delivery. We don't have to blend just because we can.
- Education practice should be evidence-based and theory driven. But it is still practice, and practitioner researchers need to be front and center.
- It's time to change the narrative. We are bricoleurs. Is it blended or as suggested by Friesen, designer learning.

Elearning in the 21st Century



https://www.routledge.com/E-Learning-in-the-21st-Century-A-Community-of-Inquiry-Framework-for-Research/Garrison/p/book/9781138953567

7 Principles of Blended & Online Learning

Vaughan, Cleveland-Innes, & Garrison, 2013

1. Design for open communication & trust
2. Design for critical reflection & discourse
3. Create and sustain sense of community
4. Support purposeful inquiry
5. Ensure students sustain collaboration
6. Ensure that inquiry moves to resolution
7. Ensure assessment is congruent with intended learning outcomes

Recent Findings

	DEFINITION	
Challenge-Lack of Technical Infrastructure	Challenges with technology – such as limited bandwidth, unreliable Internet connectivity and/or lack of available resources such as laptops	
Challenge-Design	Challenge of designing courses with the pedagogic principals of COI and integrating technology in a way that supports meaningful learning.	
Challenge-Lack of skill set/support & training	Instructors and/or students lack the training, support or skill set to teach/learn with technology.	
Challenge-Lack of student motivation/participation	The lack of desire to learn and to persist or participate in a course/program.	
Benefit-Increased Interaction	A platform to facilitate an increase of student to student and student to teacher interactions.	
Benefit-Collaboration	A practice of individuals working together in an intellectual endeavor.	
Benefit-Increased accessibility/flexibility	Technology enabled learning allows for learning anytime and where, letting students learn without the barriers of time and location.	
Benefit-Social Presence	The ability of learners to project themselves socially and affectively into a community of inquiry.	
Benefit-Student Engagement	The degree of attention, curiosity, interest, optimism, and passion that students show when they are learning.	

Quality Support and Measures

Framework Factors	Sub-indicators
Institutional	• Institutional Affairs • Administrative Affairs • Research • Reputation
Instructional	• Clarify Expectations • Personalization • Learning Scenarios • Organizing Learning Resources • Current/Accurate Learning Resources
Evaluation	• Cost-effectiveness • Learning effectiveness • Student satisfaction • Teacher satisfaction

Masoumi, D., & Lindström, B. (2012). Quality in e-learning: a framework for promoting and assuring quality in virtual institutions. *Journal of Computer Assisted Learning*, *28*(1), 27-41.

Quality Support and Measures

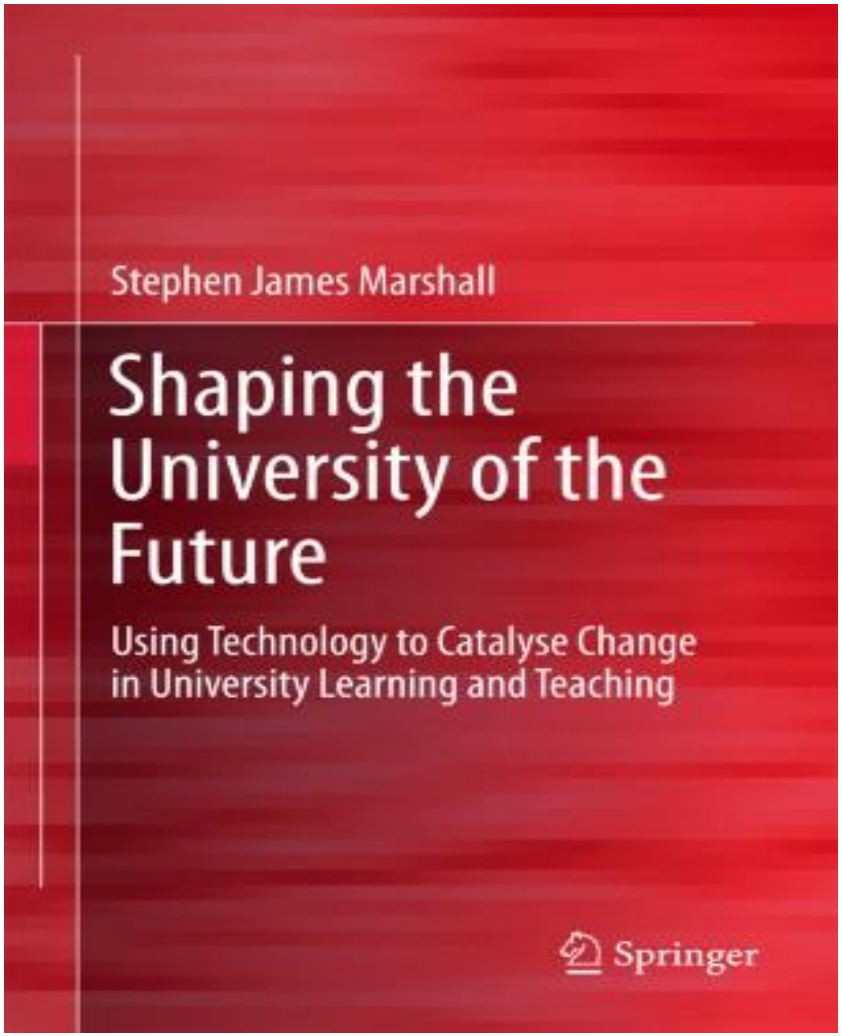
Framework Factors	Sub-indicators
Technological	• Infrastructure • Functionality • Accessibility • Interface design
Pedagogical	• Student-centeredness • Communication and interactivity • Social aspect • Learning environments • Assessments • Learning Resources
Student Support	• Administrative Support • Technical Support
Faculty Support	• Administrative Support • Technical Assistance • Pedagogical Support

CREATING THE UNIVERSITY OF THE FUTURE

Bruggeman, B., Tondeur, J., Struyven, K., Pynoo, B., Garone, A., & Vanslambrouck, S. (2021). Experts speaking: Crucial teacher attributes for implementing blended learning in higher education. *The Internet and Higher Education, 48*, 100772.

Namyssova, G. Tussupbekova, G., Helmer, J., Malone, K., Afzal, M., & Jonbekova. D. (2019). Challenges and benefits of blended learning in higher education. *International Journal of Technology in Education* 2(1), 22-31

Tinnell, T. L., Ralston, P. A., Tretter, T. R., & Mills, M. E. (2019). Sustaining pedagogical change via faculty learning community. *International Journal of STEM Education, 6*(1), 1-16.


Stephen James Marshall
Shaping the University of the Future
Using Technology to Catalyse Change in University Learning and Teaching
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Future vision - teaching in higher education

How will you be designing and delivering courses

3-5 years from now?

THANK YOU

full marks

Simon Fraser University May, 2021